upon and disadvantages of small schools combatted. Area of regional schools, sharing certain facilities and faculty, and use of outside resources should be considered in correct existing disadvantages.

High school and post-high school vocational curricular offerings are limited and have received little attention for several reasons. A promising current recommendation is the program of basic vocational education for clusters of jobs. Students who receive narrower, specific training, lack job mobility and such training requires numerous offerings to fill the diverse needs of the employment market. Cluster training could effect a saving while providing a more qualified graduate.

The high dropout rate may be reduced by better vocational programs. Programs that enable the student to see specific value of the program in providing for his future. Along this same line is the work-experience program which holds great promise in rural areas.

FACILITIES AND EQUIPMENT

Adequacy of Facilities and Equipment

In discussing the problems of rural schools, Sweany (1967) states that many problems of small schools are the same whether they are rural or not. These schools are normally in areas with low economic resources with inadequate facilities and equipment, and often have poorly qualified teachers. Consolidation, discussed earlier is an important consideration as is the area vocational school. The reader may refer to Budd and Charlton (1968) on the problems and advantages of consolidation.

Hornbastel (1963) points out that the average per pupil expenditure is lower in rural areas than in urban schools, however, the need is for the reverse because of the added costs for like programs in low population density areas. A drawback for such adjustments, however, is the fact that financial aid has kept some schools in existence when such alternate plans such as consolidation might hold better promise. Amberson (1968) reported that only 57 percent of the small size schools received special vocational education funding compared with 69 percent for the medium size and 75 percent for the large size school. Moore (1964) indicates that rural educational facilities have not shared in our Nation's growth.

Regional or National Responsibility

Dawson (1964) suggests training for a regional or national labor market, and that the U. S. and State Employment Service needs to have more regional and national programs. Such cooperative planning could reduce comprehensive local facilities and equipment needs. Cooperative planning has been accomplished by the Arkansas River Valley Area Council (Evaluation of ARVAC, 1967). This program has placed 1,181 on jobs, provides 13 day care centers, 10,000 people served in homes, 1,200 helped to improve homes, and 2,000 people aided by nurses. Such programs aid socially, economically, and educationally to help an area grow.

The Advisory Council on Vocational Education (1968) recommended the Federal Government's share of the costs of vocational education be increased because of the increasing mobility of students, because of the obvious benefits of vocational education, and because it is in the interest of the nation that the needs of disadvantaged students and disadvantaged areas be met. Additionally the council recommended salaries and expenses of the administrators of vocational education programs be provided federally by the Vocational Education Act because of existing inequities in special need areas such as rural problems.

Special Programs

Aller (1967) points out that rural youth have been aided by such programs as: Manpower Development and Training Act (MDTA), and Economic Development and Public Works Act (EDA), Economic Opportunity Act (EOA), and the Vocational Education Act (VEA). In 1966 nearly 45,000 rural residents participated in MDTA courses. One-sixth of these were in agriculture-related occupations and the remainder in 43 different non-agriculture skills i.e., welding, auto mechanics, and clerical work.

MDTA Programs in rural areas also suffer from the low population density problem. One answer has been to establish training slots in existing private schools rather than attempt to set up programs in low population areas. To assist in financial obligations, MDTA provides subsistance, allowances, and necessary supportive services. The department of employment selects students and provides training opportunities through educational agencies (Aller, 1967).

Aller (1967) indicates one of the largest Federal programs for youth has been the Neighborhood Youth Corp. One-third of the opportunities under this program have been for rural youth. The mission of this program is to keep youth of low income families in school and to encourage out-of-school youth to return to school. This program calls for: 1) more training-related jobs and fewer of the menial variety, 2) increased counseling services, and 3) improved screening of project sponsors.

Bachmura and Southern (1963) describe a commendatory training project involving rural youth in North Carolina under MDTA. Three regional training centers for training and remedial education were established with counseling and testing services. The centers handle approximately 600 rural youth providing an important forward step in using the Act for rural areas. They indicate the benefits of the act have been under-used in rural areas.

Area or Regional Schools

Increasing consideration is being given to the area vocational school for a solution to certain problems both in urban and rural settings. These schools must be more than skill centers. They must offer a unified program of general and vocational training responsive to the needs of the labor market in the area. In the rural setting the area vocational school must equip workers with the skills needed in the urban centers to which so many of the youth will move (The Advisory Council on Vocational Education, 1968; James, 1963).

Though the concept of area vocational schools is growing, Amberson (1968) found that of the total number of high school students enrolled in vocational-technical education only 1.5 percent attended area vocational-technical schools, and only 9 percent of all students attending area vocational-technical schools were from small schools.

Knebel (1963) reports that USOE information indicates that nearly all states have some area vocational schools. Characteristics are: 1) reduced costs for construction, operation, and administration, 2) broadened opportunities for rural youth, 3) extended programs for adults, 4) wider range of offerings, and 5) better teachers, facilities, and equipment.

Davis (1969) states that one of the provisions of the Vocational Education Act directs the establishment of residential vocational education schools to serve the rural youth who are isolated from opportunities of receiving adequate vocational training at their home because of limited enrollment and a limited tax base which will not provide a wide spectrum of vocational education exposure.

Lindstrom (1965) found that 80-90 percent of the noncollege bound rural youth graduating from high school wanted further training, but most did not plan to go to college. In another study, Lindstrom (1967 b) indicated rural youth to be unprepared to migrate to urban areas upon graduation from high school. These findings strongly suggest a need for post-high school training preferably in the area of vocational education to provide entry level occupational skills to enable the rural youth to compete on the labor market with urban youth. If the youth are unprepared for migration and do not plan for college, other post-high programs are required for them. Peterson (1963) indicates that youth who plan to remain in their rural communities and not seek employment in urban areas will only attend post-high school programs if they are nearby. If a rural area is to develop its local leadership in order to grow and prosper, it must provide post-high programs within easy access of its youth.

The concept of separate attendance centers such as regional or area vocational schools is proposed by Swanson (1958-59) as a solution to part of the rural area vocational education problem, and indicated that rural schools may also purchase services from nearby private or public schools.

The needs for and concepts of area schools will vary from location to location, and all aspects of the problem deserve consideration. For example, Cummiskey (1967) reported that much of the native population of Alaska is in isolated communities with limited economy and opportunities. He said that a large regional high school with facilities for boarding would render not only educational benefits but tangible economic and social benefits as well.

Migrant

The migrant farm workers that follow the crops cause a major problem in rural schools. During a twelve week period the school may have its class sized doubled. The students that flood the class create the need for help in instruction and guidance (Fox, Ed., 1956). Persons working on problems in this area would be interested in a selected bibliography of migrant education compiled by Heathman (1969).

Mobile Facilities

Rural schools have lagged behind urban schools in vocational offerings partially due to the high cost of expensive facilities and equipment for small numbers of students. The mobile facility may provide an answer for many school districts to increase the comprehensiveness of their curricular offerings. Three experimental projects, one in Arizona and two in New Mexico, examine the value of mobile units in bringing vocational education to rural areas. The program is funded from three sources: 1) Elementary and Secondary Education Act of 1965, purchased the busses and installed the equipment, 2) teachers salaries were underwritten by the State Departments of Education, and 3) participating schools supplied educational materials and training equipment. The subjects taught were held in one bus in New Mexico and another New Mexico bus provided training for twelve students each in three different rural areas by traveling 86 miles per day (Busses Take Technical Training to Students in Rural Schools, 1969).

Swanson (1958-59) indicates that most specialized programs in rural areas must be offered through a centralized pool on a cooperative or shared basis. Mobile facilities and area schools may provide some answer to problems. In some way offerings must be comprehensive. If not at a comprehensive high school then other special cooperative programs must exist to provide all youth with a comprehensive and diversified education through high school (Burchinal, Haller, and Taves, 1962).

"Utilization of Mobile Facilities for Development of Entry Work Skills for Arkansas Rural Unemployed and Low Income Earners," (1967) is the title of a feasibility study in Arkansas designed to motivate and train rural youth who have dropped out of school, for the low income Negro population, and for low income farmers. The project involved two trailers. The first one to go into an area was the "recruiter" to motivate potential students. The second was a training unit which provided skill clusters in small appliance repair, general manufacturing, and small engine repair.

Utah has a Mobile Office Education (MOE) Program in operation in the rural areas in the southern part of the state. The innovative curriculum of this project is of interest as well as the mobile facilities which occupy two trailers. A mobile guidance program is also being developed. For further information on these mobile facilities the reader should contact John Stevens, The Utah Research Coordinating Unit Director in the University Club Building, Salt Lake City, Utah.

Summary—Facilities and Equipment

Small schools have similar problems, rural or not. Due to consolidation some rural schools are large high quality comprehensive schools. Where economic resources are small, schools are usually small and inadequately housed and equipped, and often have poorly qualified teachers. In general per pupil expenditure is lower in rural areas than in the cities.

Due to the high rate of mobility the problem becomes a regional or national responsibility. Many special category legislative actions have been taken to assist

in correcting the problems as well as providing general aid to vocational education. Some have been area actions such as The Arkansas River Valley Area Council. Others have been national such as the Manpower Development and Training Act, The Vocational Education Act of 1963, Amended 1968, and the Neighborhood Youth Corp.

The area or regional school is a major concept in improving vocational education opportunities for rural youth. Due to the low socio-economic level of rural areas, students fail to find the opportunity to attend programs in urban areas. The regional school provides opportunities closer to home and within the economic restraints of the family.

The migrant who follows the crops creates a special problem. Children of these workers are disadvantaged in many ways and special programs are needed to compensate for many of these disadvantages, yet, schools are handicapped due to the fact that the average daily attendance (ADA) will be high during certain seasons and will fall off later making it difficult to provide adequate facilities and equipment.

One solution offered for many of the above problems is the use of mobile facilities. Facilities in welding or carpentry may be set up for one semester or year in one community, then rotated to others while new offerings are brought in. Such equipment may also be used to follow the additional load the migrant worker creates.

COUNSELING AND STUDENT PERSONNEL SERVICES

Counseling and Guidance Programs

In a speech at the National Outlook Conference on Rural Youth, Butler (1967) stated that rural youth require a people-oriented program. Youth have different requirements and are each different in makeup and, therefore, must be treated individually to find a satisfying role in life. Burchinal, Haller, and Taves (1962) indicate that counseling must be continuously available during the junior and senior high schools years to meet the individuals personal requirements for finding his place in the world.

Densley (1967) found that many youth and especially rural youth do not have accurate self-estimates of their abilities. Help is needed for these youth in developing desirable, realistic occupational aspirations. Knebel (1963) indicates that in common practice it has been assumed that student readiness and motivation is an automatic thing. This is not the case unless students are provided with the proper experiences. Schools must provide educational experiences and opportunities for the student to develop interests and make self-appraisals under effective vocational guidance so that proper occupational aspirations may be developed for each individual according to his potential and interests.

Though counseling services are probably needed more in rural areas than in urban, Amberson (1968), in a study of 850 schools in the northwestern states, found that 76 percent of all schools had full time counselors but than only 50 percent of small schools had full time counselors. Knebel (1963) also found

guidance and counseling services in rural areas to be more limited than in urban areas. In a 7 year longitudinal study, Bjoraker and Sledge (1968) found that not all students perceived that they had received any personal and vocational guidance. Of those that did, parents were considered the chief source of help. They listed literature and aptitude testing second in importance and their high school teachers as third. Reporting similar findings, Lindstrom (1967) stated that rural students who did not plan college programs after high school did not receive as much guidance and counseling as did the college prone. Students in his study said family and then peers aided them ir occupational planning more than the school did.

Burchinal, Haller, and Taves (1962) stated that rural youth must base occupational preparation upon accurate and extensive knowledge about the world of work. A program must be available that will enable rural youth to become acquainted with a wide variety of occupations. This is especially true in view of the mobility of the rural youth.

Aller (1967) indicates that the Department of Labor provides a Cooperative Employment Service School Program to almost one-half of all the high schools in the Nation. In many small rural areas this program is the only vocational guidance service available. He states that a higher program priority should be given to servicing small rural schools. Aller (1967) gives other needs in vocational guidance and counseling programs that benefit rural youth:

1) Special provisions in the urban local employment offices for imigrant rural and small town youth. Interstate plans which would provide the rural population a greater range of placement opportunities are also needed.

2) Additional itinerant counselors for remote areas.

3) Intensified outreach to isolated rural areas and small communities through expanded use of mobile teams and offices.

4) Counseling of youth about mobility prior to his decision to move and providing greater access to nationwide labor market information, especially about the major cities to which the young migrate.

In a cooperative effort with others, the Department of Labor developed an experimental Smaller Communities Program which was a special mobile unit to service remote rural areas. At the request of community groups a team would move into an area for three to four months. The purposes of the team were to determine potential manpower and economic resources of the area, to cooperate with other agencies and community groups in developing programs for economic development, to provide employment counseling, testing, and placement services, to determine occupational training needs, and the interests and potential of the residents. The growth of the Smaller Communities Program has been steady, but modest. There were, in 1967, 20 mobile teams operating in 18

states and serving 200 counties that do not have permanent employment offices (Aller, 1967).

An outgrowth of the Smaller Communities Program has been the Concerted Services Approach, a plan to provide cooperative resources from appropriate Federal agencies. Currently developing the approach are the: Department of Agriculture, Department of Commerce, Department of Health, Education, and Welfare, Housing and Urban Development, Labor, and the Small Business Administration. The purpose is to provide a program for rural areas that helps individuals obtain the general education and work skills needed to achieve maximum skill and earnings potential in line with interest and aptitude, and to help meet the complex skill requirements of the rural areas employers (Aller, 1967).

Mobile units offer another possibility for guidance and counseling in rural areas. Utah has such a program in operation (Mobile Assisted Career Exploration Unit, 1968) in southern rural counties. The program emphasizes the youth knowing and understanding himself first and then his alternatives.

Severinsen (1966) reported a two week workshop to assist guidance counselors develop a program so designed to correct the condition of rural youth having limited contact with urban economy and surroundings. A career and vocational knowledge test (CVKT) was developed and tested to determine the value of the program. The experimental group showed a significant gain over the control group when the CVKT was applied.

Stutz (1967) described an interesting program to assist the rural student in developing realistic views of the world of work. The program involved a Career Selection Agent (CSA). This person arranges field trips, locates work experience opportunities, provides occupational information to classes, conducts interviews, tests students, knows the student file, and conducts follow-up.

Rural Job Corps Center guidance and counseling needs were the subject of an 8 week project report by Loughary (1965). Though a rural job corps center is unique in many respects the needs of job corpsmen are much the same as for other rural youth. Self-understanding, environmental information, social adjustment skills, and personal decision making, planning, and problem solving are discussed in the report.

Self-Concept

Horner (*et al.*, 1967) indicates the development of a clear recognizable image of oneself, the "self-concept," is most important in the decision-making process. To aid in the development of an accurate self-concept, Jesser (1964) points out the necessity of the counselor knowing as much as possible about the student in order to provide assistance to the student so he may obtain a knowledge of himself.

A project is in the experimental stages involving the development of a desirable self-concept and the establishment of realistic occupational goals. It is called PEDAPOP, short for "Personal Development and Program Planning," (1968 (a) and (b)). This Utah project is in its early stages of development and will eventually provide a four year high school program.

Combs (Education for the Culturally Disadvantaged, 1967) in reference to the self-concept, states that we have been expert at giving people information, but we have not been so skillful at helping them to discover the personal meaning of information. He went on to say that well-adjusted people see themselves in a positive way, as people who are liked, wanted, accepted, able, etc.; while the maladjusted see themselves in opposite roles as unwanted, etc. The self-concept can have an effect upon intelligence and goals.

In the same report Combs said one is not born with a self-concept, one has to learn it as a consequence of experience. Densley (1967) indicated that rural youth are deprived of many experiences of urban youth and that many rural youth have self-concepts of their ability that are not in keeping with actual ability. Education should provide for this deficiency.

Aspirations

Sewell (1963) indicates that because of the rural environment, rural youth are disadvantaged in terms of occupational and educational aspirations. An improved guidance program is needed that will include parents in-as-much as parents' attitudes are a major influence to the student. Fuller and Phipps (1968 b) also indicate that the aspirations of youth and adults are influenced by someone other than the individual himself. Shiffman (1967) also calls for the family focus. Associated is a finding of Sperry (1965) that student goals were influenced by the family and especially the level of living status.

Shill (1968 b) found that one-half of all seniors had educational aspiration expectation differentials. Slocum (1966) also found preference/expectation differences. Aspirations and expectations must not exceed ability or the student will experience unnecessary failure. On the other hand talent is wasted when youth underaspire.

The association of the youth in his environment develops his occupational aspirations. The larger the community he resides in the higher his occupational aspirations (Grigg and Middleton, 1960; Lipset, 1965). Additionally, Densley (1967) found that rural students had higher occupational aspirations compared with actual ability than did the urban student. Shill (1968 c) also indicated that seniors in large schools had high educational aspirations and lower expectations than seniors in small schools.

Lipset (1965) also found the size of a person's home community influences his upward mobility. Narrowness of the visible horizons and lack of knowledge of opportunities retains students in small communities. Education in general and especially vocational education and counselors in rural areas must provide opportunities for expanding the youths' knowledge of occupational opportunities.

Haller (1963) found that occupational aspirations of boys who plan to farm are much lower than for other boys. This is a deterrent to the ultimate occupational status of many youth because many who plan to farm will not find an opportunity to do so. Haller (1960) also found that boys who plan to farm take less nonagriculture courses in school thereby having a disadvantaged background for other occupations if farming is not available to them. Farming

was available to more boys from small families probably due to available resources. Due to the declining production farming opportunities, boys interested in agriculture should explore off-farm agriculture and other possibilities as well as production farming with its limited opportunities.

The value of working with youth to improve aspirations may partially be seen in the Mahlstede and Thomas (1968 a) findings that the youth who attained a B.S. degree had aspired more frequently to higher education than those without the degree. The motivation is necessary for achievement. However, Boykin (1969), Densley (1967), and Kuvlesky and Lever (1967) found aspirations in general to be high relative to opportunities.

Negro youth generally have higher educational aspirations and expectations than white youth. They may realize that higher levels of education are essential for the attainment of more desirable occupational opportunities so they feel compelled to strive for higher levels of education than they really desire (Ohlendrof and Kuvlesky, 1967).

Jordan (*et al.*, 1967) found that the information readily available from school records, or readily available by interview was not significantly related to occupational aspirations. He did, however, find five variables that were significantly related to occupational aspirations. The five variables were: 1) mechanical interest, 2) scientific interest, 3) ascendance, 4) social class value orientation, and 5) the number of years of schooling planned after high school.

Aspirations and Socio-economic Implications

Additionally Boykin's (1969) findings support the generalization that educational and occupational aspirations of urban youth are higher than those of rural youth. Densley (1967) and Mahlstede and Thomas (1968 a) found that students residing in homes with a low socio-economic status had lower occupational aspiration scores than students of higher socio-economic levels. This concurs with Boykin's findings in that students in rural communities generally have a lower socio-economic status than urban students, and is associated with the findings of Mahlstede and Thomas (1968) that the higher the level of education of the youth's parents the higher his aspirations. This is also an associated factor because the socio-economic level is proportional to level of parental education. Middleton and Grigg (1959) however, found aspirations of urban boys to be higher than rural boys even when intelligence and fathers' occupation were taken into account.

In general the rural population is disadvantaged. The average annual income in 1959 for urban persons was $6,166, while the rural nonfarm average was $4,750, and the rural farm family income was only $3,228 (Burchinal, Ed. 1963). Students who reside in homes of parents with a low socio-economic status have special problems in occupational decision making (Burchinal, Haller and Taves, 1962; Densley, 1967).

Expectations and Aspirations

Kuvlesky and Ohlendrof (1968) found that urban youth aspired to high prestige professional positions at a rate three times greater than rural boys.

Anticipatory goal deflection was generally negative indicating that both urban and rural youth tended to have expectations of lower prestige occupations than their aspirations indicated they would obtain.

Shill (1968 a) found that the majority of the vocational agriculture students in his study aspired to white-collar occupations; however, they expected to be employed in blue-collar occupations. The majority of students in nonvocational agriculture aspired to and expected employment in the white-collar occupations. Slocum (1966) found similar results with student expectations being lower than their preferences.

Shill (1968 c) reported that students without vocational agriculture training tended to have higher educational aspirations and expectations than those that took vocational agriculture. However, the vocational agriculture students had aspirations that were more closely alined with expectations than students who did not take vocational agriculture. Shill (1968 b) also found that vocational agriculture seniors selected their educational aspiration levels early in high school more than nonvocational agriculture seniors.

Interests

Vocational-technical education programs are not available to a majority of rural youth, yet student interest and need is present. Based on the criterion of interest, Boykin (1969) found that 10 percent of the students could benefit from special education, 70 percent might be counseled to consider vocational or technical education, and 20 percent might seriously consider specialized occupations that require higher levels of education.

Associated with student interest are findings of importance by McMillion (1966) while studying rural agriculture students. He found that low socio-economic status pupils value leadership more highly than do students of a higher status. A corollary finding was that the students of low socio-economic status value cooperation more highly than students of a higher status. Educators should capitalize on this information by providing leadership and cooperative roles for the low socio-economic status student to build his interest and goal orientation.

Occupational Choice

Horner (*et al.*, 1967) tells us that the process of choosing ones occupation is not a sudden, one-in-a-lifetime phenomenon, but occupies most of the first half of one's life and is a gradual process. He also points out that occupational choice is difficult to separate from aspiration and attainment. The decision making processes consist of four main factors: 1) sociological, 2) economic, 3) educational, and 4) psychological. A complete program of career selection is required. This is especially true for rural youth and should be a part of every vocational program.

Mawby (1963) states that occupational choices are based upon tentative choices arrived at by role taking. These choices are highly personal and rely on the experiences and resources of the individual. The correctness of his occupational choice will depend on the accuracy and completeness of the

student's knowledge of training requirements, occupational alternatives, financial and nonmonetary rewards, personal preferences, and value systems, and personality characteristics.

Burchinal, Haller, and Taves (1962) also indicate that occupational choice is based on role taking that is related to the social and psychological development of the individual, and that because of the limited experiences of the rural youth he is at a disadvantage. Haller, Burchinal and Taves (1963) indicate that the beliefs one has about himself influence what he does. Youth are largely molded by others. On-the-job training may provide experiences that are an important influence in the decision-making process (Horner (*et al.*, 1967).

Haller, Burchinal, and Taves (1963) suggest the importance to society of a youth making a proper occupational choice is so great that much should be done in assisting the youth in this activity. However, Shill (1968 a) reported that rural high schools do not exert a desired degree of influence upon their students who are engaged in the occupational choice process. Programs designed to assist in making a wise occupational choice and programs to pursue that choice need to be provided to aid in keeping the rural youth in school so that they may better compete with urban youth.

Farm boys should receive additional assistance in making an occupational choice. They will require special counseling and guidance to overcome existing conditions. Hailer and Wolf (1962) found farm boys tended to have lower measured intelligence, and had lower faith in their ability to influence events than did nonfarm boys. In addition they were more tied to relatives and their area of residence. When opportunities for farming do not exist, these youth migrate to cities and become a burden there.

The more rural the area the greater the need for counseling and guidance services but the less likely services will be available. The seriousness of this problem grows as technology and mechanization of agriculture increase farming efficiency. The Department of Labor is encouraging State Employment Services to expand their employment counseling and placement services to small town and rural schools. The large number of small schools creates a problem. Attempts are made to overcome this problem by establishing a central service that covers the small schools in an area (Helping Rural Youth Choose Careers, 1963).

For a reference document dealing with empirical research findings on occupational status orientations of rural youth, the reader is referred to Kuvlesky and Pelham (1966).

Opportunities

Aller (1967) indicates that rural areas need an improved system of information about employment opportunities and outlooks; expanded job placement; vocational counseling, including student evaluation of aptitude with relevance to occupational interest; finding further ways to assist urban bound migrants in their preparation and search for a job. He goes on to indicate the second great need in rural areas is economic assistance through expanding job

opportunities by means of economic development in depressed areas; increasing jobs in conservation; assisting small farm operators to develop supplementary sources of income and developing work experience programs for the young designed for both training and testing of occupational interest.

Farming opportunities are becoming less available yearly. Many youth maintain desires and plans to farm, but opportunities will not be present. Burchinal (*et al.*, 1962) indicates an unfortunate fact that plans to farm have a negative effect on plans to attend college.

Alam (1968), in a paper comparing white and Negro perceptions of employment opportunities, found Negro youth were aware of race problems, but many held very high perceptions, possibly to over-compensate. Comparing white and Negro on a list of opportunity items, the item with the largest difference between means was "my race." Additional items in order of difference with the largest difference first were: can't afford to go to college or technical school, have to help support family, ability to borrow money, don't want to move, don't know enough of opportunities that exist. The difference between other items on the list were not statistically significant. In each case the Negro held the lower perceived opportunity score.

Burchinal (*et al.*, 1962) found a wide disparity frequently existed between occupational preferences or aspirations and occupational opportunities. Alam (1968) also found that more than one-third of all students expected to attain professional jobs and that more Negroes than whites expected jobs in the glamor category. This agrees with material reported earlier in this paper that expectations exceed opportunities. Therefore, schools must provide information about vocational education and the opportunities in these areas.

Alam (1968) found that Negro expectations were concentrated at the high and low levels compared with white youth with concentration at the intermediate. Expectations in the high levels were 47 percent for Negroes and 38 percent for white. At the intermediate level, findings were 24 percent for Negro and 47 percent for white while at the low level the Negro expectation was up to 29 percent and the white expectation a low 15 percent. Educators must provide guidance to enable youth to adjust expectations to opportunities in order to obtain maximum benefit from programs and occupational opportunities. (See Fig. 5.)

Parents provide a major influence in the occupational decision-making process of youth. Barnes (1967), during interviews of 319 adult migrant farm workers in 6 OEO camps in California, found that 90 percent did not want children to become farm workers, however, 80 percent of children 12-18 and 10 percent of children 7-12 years of age were working in the fields. These youth are late starting school in the fall and drop out of school early in the spring. They are moved from school to school frequently and are therefore extremely disadvantaged educationally and will find it difficult to move up the occupational ladder to any large degree from the low status of their parents, and the lack of opportunities for an adequate education.

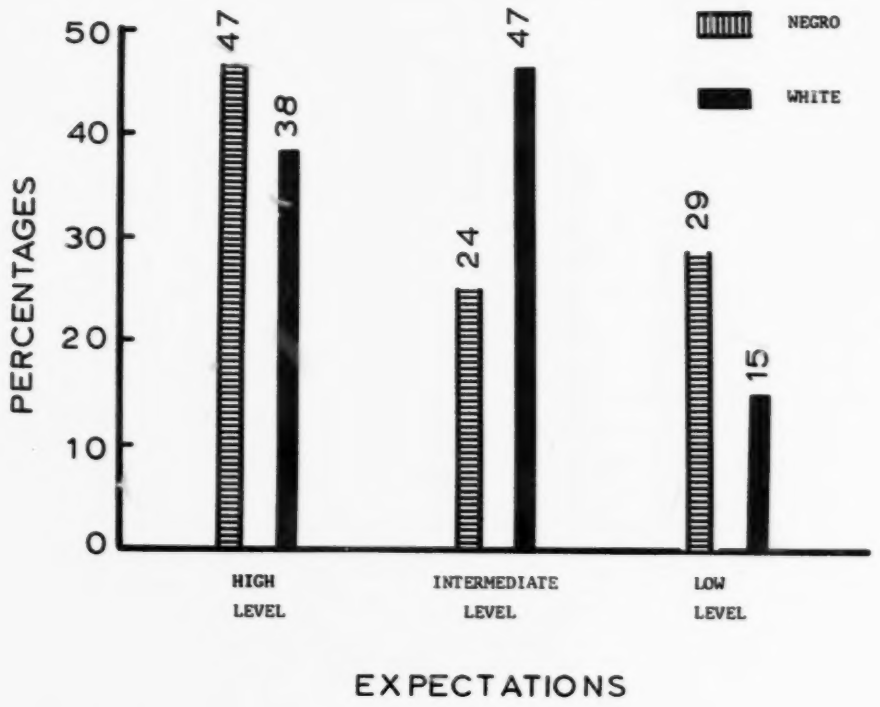

Fig. 5. Occupational Expectations of Negro and White Youth

Placement

Gainful employment is to goal of vocational education. High quality programs should be available to all students with needs, interests, and ability to profit from such training (Knebel, 1963). If gainful employment is the goal of training, program directors must maintain placement records to determine program value. Successful training may also lead to further training programs leading to placement.

Placement is an important evaluation tool for vocational educators. The success of a program may be measured by the success of the graduates in future training programs or on-the-job. Coombs (1962), in a report on the Indian Program, states that anything less than 100 percent placement off the Indian Reservation is failure. The reason for this may be seen from information reported by Miller (1968) that the resources of the reservation are not adequate to support an increasing population. Miller (1968) reports that the income of reservation dwellers is one-third to one-fourth the national average, and that full utilization of reservation lands would only provide for one-half of the present reservation population, thus 75 percent of the reservation Indians' income is derived from public funds. Other programs, though their placement requirements may not be as critical as Indian Programs, must have placement of students as an important objective.

The rural setting is also depressed and incapable of supporting an increasing population. Rural conditions are improving, but placement of rural youth in

urban occupations has been and continues to be a necessity. Migration out of rural areas can be made less difficult for the rural student if schools equip the youth for the possibility of urban living, and develop a program for placement not just training.

Placement studies may determine the weakness of a program Coombs (1962) found Indian Programs were providing adequate job skills, but weaknesses existed in developing English skills and in preparing the Indian youth for cultural adjustment.

Follow-up

The small high school must maintain records of the employment patterns of its graduates (Aikin, n.d.). Programs cannot be designed to meet the needs of students without adequate follow-up procedures. Also, it is not enough to know the employment pattern of the immediate area in which the school is located. Beale (1967), in studying 307 men in Kentucky, found that 10 years after the youth were in the 8th grade 50 percent had left the rural community.

Benson (1968) collected data from 276 farm high school males in the spring of 1964 and again 3 years later. He found that 46 percent of those that had chosen a career in high school were in the occupations they planned to enter while in high school and 15 percent were in related occupations. The percent still in their chosen career was especially high for those that went into agriculture careers.

Follow-up has shown us that fewer youth enter higher education programs than initially plan to do so. This information should be considered when counseling youth. Benson (1968) found that 65 percent of the senior male farm youth planned some education after high school while only 50 percent actually did receive post high school work. Out of those that did not plan to farm 94 percent planned higher education, but only 59 percent actually obtained post-high education. Benson found that post high school plans were infouenced by: 1) plans for nonfarm employment, 2) higher educational attainment of parents, and 3) greater financial resources of the family.

In a Wisconsin follow-up, Bjoraker and Sledge (1968) found twice as many nonfarm youth as farm youth made plans to attend college. Of the students that actually went to college the majority went to the college nearest their home. They also found that, out of the youth that planned to go to college, farm and nonfarm youth completed the bachelor's degree at the same rate, namely, 20 percent.

Follow-up provides valuable information to a school administrator in determining desirable course offerings. Deunk (1968) found that 85 percent of the graduates used in his study had migrated less than 300 miles from the school area over a 20 year period, that one-third had only one position since high school graduation, over one-half had prestige jobs, only 167 were in farming, and 58 percent were in nonagricultural jobs. With a store of information about the graduates of a program, the needs of the youth may more adequately be met.

Youth migrate most frequently by necessity to progress. Ditmer (1968) found that of the 1957 graduating class, 60 percent in 1968 were living in the

community in which they graduated. Thirty-one percent had left the state. The vocational educator must prepare youth for opportunities in the area and for locations outside the state. Follow-up programs are needed to provide necessary information for the planning of programs.

Dropouts

Thomas (1966) said that the decision to leave school was not a spontaneous one for the dropout. Dropping out is a process, possibly tied to many social and economic problems many of which are concentrated in rural areas; however, conditions are improving.

Beale (1967) and Cowhig (1960) report that fewer rural students dropped out of school in 1960 than in 1950, reducing the gap between the average education level of rural and urban students. In order to continue this trend, Breathitt (1967 a) indicates that the President's National Advisory Commission recommends extensive educational changes at all levels from preschool to adult education. They indicated that the dropout must be reclaimed.

Even though dropout rates are on the decline more attention is being given to the problem today. Cowhig (1960) states that the reason is because, even though the percentage is down, the large number of youth in school still makes this lower percentage a large number of dropouts needing and attracting attention. Second, he points out that there is greater realization today of the importance of education upon the Nation's labor force and upon the career of the individual. Even though the percentage is down from 1950, Cowhig (1960) indicates that in 1960 there were still 27 percent of the 16-24 year olds who had completed less than 12 years of school and were not currently enrolled in educational programs.

Dropouts generally agree that additional schooling is desirable. Beale (1967) reported that 81 percent of the rural dropouts in his study and 80 percent of the urban youth that dropped out of school indicated they would get more education if they could do it over again. Beale (1967) also found that 35 percent of the rural and 46 percent of the urban high school graduates said they would get more education if they had it to do over. Youmans (1963) also reported that more dropouts than graduates indicated they would do things differently if they had it to do over again.

Minorities present a greater dropout problem than other youth. Sixty-two and one-half percent of the rural youth 16 and 17 years of age with Spanish surnames in the Southern United States are in school compared with 79 percent of all rural youth in school. In urban areas 68.2 percent of the Spanish surname youth and 82 percent of all youth are in school (Beale, 1967). Rural Negroes and Indians present a more serious problem. Cowhig (1960) reports that these two groups have a higher dropout rate than any other ethnic or racial group (approximately 50 percent). This in part could be due to the fact that the minorities have a lower socio-economic level and Thomas (1966) states that most dropouts come from families of a low socio-economic class.

In a conference report, "Education for the Culturally Disadvantaged," (1967) was the finding that the rural Negro youth has his aspirations and attitudes

damaged and distorted in early childhood, causing him to dropout of school earlier.

Cowhig (1960) indicates that dropout rates are highest in rural nonfarm areas and lowest in urban areas. He gives two possible reasons for high rural dropout rates: 1) higher retardation in rural areas, and 2) less adequate school facilities causing loss of interest.

Cowhig (1960) found that urban-rural differences in dropout rates were lowered to a negligible level in families with similar levels of education and income. For example, there are three times as many rural youth from families in the low education and income category as urban youth. This group has a higher dropout rate; consequently, the overall rural dropout rates are higher than urban rates. In making rural-urban comparisons, Cowhig (1963) provided the following information: 28 percent rural nonfarm, 23 percent rural farm, and 21 percent urban youth 14-24 years of age have dropped out of school. For an analysis of the socio-economic factors associated with school dropouts the reader may review Cowhig's (1960), "Characteristics of School Dropouts and High School Graduate, Farm and Nonfarm."

A major factor in preventing dropouts is providing a program that meets the needs of the student and motivates the student to accept the program. Mahlstede (*et al.*, 1966) in an Iowa study found that only 36.5 percent of the female dropouts studied and 30.8 percent of the males said they believed their high schools offered courses that were pertinent to their occupational interests. Mahlstede and Thomas (1968 b) received suggestions from dropouts pertaining to school improvement. Students suggested curriculum expansion to include vocational education, special teachers and classes for slow learners, more individual help, and better counseling.

School holding power in rural areas will improve when administrators, teachers, and counselors work together and strive to involve the parent of potential dropouts. The focus must be on the individual and provide him with deep involvement. Bus routes and dropout patterns in rural areas should also be examined for possible causes for dropping out.

Evaluation

A document providing program development and evaluation procedures and techniques is provided by Tilley (1968). The report covers the involvement of faculty, students, and community in continuous curriculum development through evaluation.

Piecemeal evaluation of vocational education programs is conducted through dropout studies, follow-up studies, job-placement studies and program accreditation; however, the literature is conspicuously void of total program evaluation involving pre-program (objective analyses and validation), on-going (program operation), terminus (test performance of graduating students), and post (residual or on-the-job performance). Sutton (1966) in an analysis of 220 evaluation research studies, stated that the majority were highly localized and were not generalizable. It appears much work is needed in this area.

Summary—Counseling and Student Personnel Services

Students residing in rural areas are disadvantaged in their contact with the scope of the business and industrial world. This places an increased burden upon the guidance department, yet, services are more limited in rural areas than in urban schools. One-half of small schools surveyed did not have full time counselors. Rural students indicated parents were the chief source of help in occupational planning. In many areas the Cooperative Employment Service School Program of the Department of Labor provided the only vocational guidance available to students.

The self-concept the student has about himself is an important aspect of developing valid occupational decisions. A self-concept is learned as a consequence of experience and the rural student has limited experiences for the development of an accurate concept of his ability. Programs should provide maximum individual involvement and personal development.

Once the student gains a knowledge of himself he may more adequately appraise his interests and aspirations and involve himself in programs of occupational exploration. The student's activities in this area must be accurately guided by a skilled counselor. Studies have shown that students residing in small communities have a narrow vision of their opportunities, yet it is the small community that has limited guidance resources within the school.

Human resources are this nation's most valuable resources. The potential of the individual is limited by his occupational choice. This choice is developed through a gradual process based on experiences. Sociological, economic, educational, and psychological factors influence occupational choice. The importance of these choices to society warrant programs of special assistance to the student.

Opportunities are constantly changing. Guidance programs must include information about employment opportunities and outlooks. For example, production farming is declining while off-farm agriculture opportunities are expanding. The student's expectations must be kept in line with opportunities.

Placement programs and placement studies enable school personnel to determine the success of programs of vocational education. It is not possible to determine the value of training without obtaining knowledge about the success of graduates. Associated with programs of placement are follow-up studies which may determine the long-time effectiveness of placement. Placing a student on the job who is unable to remain on the job does not indicate success.

Follow-up studies have shown that rural students in general do not want to migrate from rural areas, but are forced to do so to improve employment opportunities. The rural person actually moves from job to job less than urban reared youth.

Follow-up studies also show that fewer students actually obtain a college education than those who have plans to attend college. The studies also show that a large majority of youth that go to college do so at the closest school to their home. Such studies provide the school administrator with valuable information for planning programs and preventing school dropouts.

Minorities, rural youth, and students with low socio-economic status all have high dropout rates, however, a study revealed no urban-rural differences when family income and educational level are controlled.

Dropout studies and other forms of evaluation enable the educator to improve vocational education. Much more must be done in this area than is being done.

TEACHER EDUCATION

Preparation for Rural Areas

Borg (1965) points out that hiring and holding satisfactory teachers has been a difficult task for administrators of small rural schools during the past 20 years of teacher shortages. Teaching positions go unfilled each year while others are filled in desperation by marginal teachers, working under some form of emergency certification. In spite of the difficulty of staffing rural schools, there are many outstanding teachers who value certain aspects of the small rural school environment and elect to remain in preference to accepting a position in a larger city school.

The assumption is that such teachers remain in small schools because of a unique set of advantages that appeal to their value systems. It is assumed, therefore, that there are competent teachers in cities that are discontent, and, if they only knew it, are ideally suited for the small rural teaching environment.

In his work Borg defined the small rural school as one averaging less than 50 students per grade located in a community of less than 2,500 population. His conclusions were:

1) The vast majority of teachers in small rural schools prefer teaching in such schools, and that better understanding of these attractions would improve teacher recruiting.

2) About one-half of the teachers in the study originally came from communities above 5,000 in population, indicating an attraction of teachers from more than the small rural area.

3) Liking for and identification with the small rural community life is an important factor in determining teacher satisfaction in small rural schools.

4) The recreational interests of small rural school teachers differ in several ways from teachers who prefer to teach in larger urban schools.

5) The chance to know their students better is perceived as the main advantage of the small rural school by the teacher.

Smaller classes and the feeling of belonging in the small community were also listed as advantages. Similarly, Ford (*et al.*, 1967) indicated that teachers from

small rural high schools had more contacts with parents than the urban teachers. This could be considered an advantage for teachers who desired the small community atmosphere. However, Ford reported that, in general, the schools studied were not taking adequate advantage of their small size.

Disadvantages, as reported by Borg (1965), perceived by teachers in small rural schools were poor physical facilities and the inconveniences of living in small rural communities. The high turn-over of teachers in small rural schools warrants consideration of these factors when selecting teachers. The disadvantages listed are improving and more teachers may consider rural employment.

Amberson (1968) also reported that administrators in small schools had greater difficulty in hiring fully qualified vocational teachers than did the administrators of large schools. This also indicates the importance of the rural administrator identifying personnel adapted to and desiring the rural setting so that replacements will less likely be needed.

In-Service

Shiffman (1967) calls for specific programs for rural youth in different areas and cultures. He states that pre- and in-service teacher education programs are needed that include the learning needs of low income, rural, and migrant families. These programs are needed to maintain a constant teacher awareness of the special problems in rural areas in order to adapt programs to accommodate to the needs of rural youth. Rural schools must not be replicas of the traditional urban school.

Travel to universities for in-service programs is expensive for rural educators and often too time consuming. In some instances mobile units may provide a suitable answer to the problem.

Mobile busses that provide electronic training for high school students in New Mexico are being considered for providing teacher training by traveling around the state with a series of two week workshops to help teachers implement electricity and electronics courses in their schools (Busses Take Technical Training to Students in Rural Schools, 1969).

Summary—Teacher Education

Because community and school conditions in rural areas are very much different to those in urban areas, rural teachers and administrators must possess different interests and preferences than rural educators. The large teacher turn-over in rural areas indicates a need for better selection practices for obtaining rural teachers. The difficulty of employing and keeping vocational teachers in rural areas indicates the need for administrators to identify personnel adapted to the rural setting.

Because of the special needs of students in rural areas, in-service programs for teachers must be established to provide an awareness of rural needs. Mobile units may assist in providing such programs.

BIBLIOGRAPHY[1]

Aarnes, Hale. "A Dynamic Charter for Rural Education." Paper presented at Department of Rural Education Conference, Pittsburg, Pa., September 29-30, 1961. 7pp. (ERIC ED 020 834 MF-$0.25 HC-$0.45)

Advisory Council on Vocational Education. *Vocational Education: The Bridge Between Man and His Work*. Washington, D. C.: General report of the Advisory Council on Vocational Education, 1968. 248 pp. (ERIC ED 028 267 MF-$1.00 HC-Not available from EDRS)

Aikin, Brenton R. *Developing the Occupational Business Education Program in the Small High School*. Sacramento, Calif.: Bureau of Business Education, California State Department of Education. n.d. 28 pp. (ERIC ED 016 049 MF-$0.25 HC-$1.50)

Alam, Bilquis A. "Perception of Opportunity and Occupational Expectation: A Racial Comparison of Rural Youth." Paper read at Southwestern Sociological Society Meeting, Dallas, Texas, April 1968. 15 pp. (ERIC ED 021 663 MF-$0.25 HC-$0.85)

Aller, Curtis C. "The Expanding Range of Occupational and Training Services for Rural Youth." Paper presented at National Outlook Conference on Rural Youth, Washington, D. C., October 23-26, 1967. 15 pp. (ERIC ED 015 062 MF-$0.25 HC-$0.85)

Amberson, Max Lee. *Variables and Situational Factors Associated with High School Vocational Education Programs*. Doctor's thesis. Columbus, Ohio: The Ohio State University, 1968. 185 pp.

Bachmura, Frank T. and John H. Southern. Chapter 2. *In* Lee G. Burchinal's (ed.) *Rural Youth in Crisis: Facts, Myths, and Social Change*. U. S. Department of Health, Education, and Welfare, Washington, D. C., 1963. 393 pp. (ERIC ED 022 581 MF-$1.50 HC-Not available from EDRS)

Barnes, Robert F. *et al. The California Migrant Farm Worker, His Family, and the Rural Community*. Davis, Calif.: University of California, April 1967. 47 pp. (ERIC ED 023 507 MF-$0.25 HC-$2.45)

[1]Bibliographical entries followed by an ED number in parenthesis are generally available in hard copy or microfiche through the Educational Resources Information Center (ERIC). This availability is indicated by the abbreviations, MF for microfiche and HC for hard copy. Order from ERIC Document Reproduction Service (EDRS), The National Cash Register Company, 4936 Fairmont Avenue, Bethesda, Maryland 20014. For all orders, add $0.50 handling charge and sales tax appropriate to the state where the order is originated. Foreign orders must be accompanied by a 25 percent service charge, calculated to the nearest cent. Payment must accompany orders totaling less than $5.00. Items with ED numbers only are available from the publisher. Dissertations are usually available from University Microfilms, Inc., Ann Arbor, Michigan.

Bauder, Ward W. and Lee G. Burchinal. *Adjustments of Rural-Reared Young Adults in Urban Areas*. Washington, D. C.: National Committee for Children and Youth, September 1963. 24 pp. (ERIC ED 012 647 MF-$0.25 HC-$1.30)

Beale, Calvin L. (Publication Coordinator) and Helen W. Johnson (Author). "Age of Transition, Rural Youth in a Changing Society." Agricultural Handbook 347. Washington, D. C.: U. S. Department of Agriculture, October 1967. 98 pp. (ERIC ED 013 696 MF-$0.50 HC-$4.90)

Beegle, J. Allan and Rodger Rice. Chapter 1. *In* Lee G. Burchinal's (ed.) *Rural Youth in Crisis: Facts, Myths, and Social Change*. U. S. Department of Health, Education, and Welfare, Washington, D. C., 1963. 393 pp. (ERIC ED 022 581 MF-$1.50 HC-Not available from EDRS)

Benson, Donavon E. *Factors Influencing the Occupational and Educational Plans and Pursuits of Nebraska Farm Boys*. Master's thesis. Lincoln, Nebraska: University of Nebraska, 1968.

Bird, Ronald and Buis T. Inman. *Income Opportunities for Rural Families from Outdoor Recreation Enterprises*. Agricultural Economic Report Number 68. Washington, D. C.: Resource Development Economics Division, U. S. Department of Agriculture Economic Research Service, March 1965. 36 pp. (ERIC ED 017 376 MF-$0.25 HC-$1.90)

Bjoraker, Walter T. and George W. Sledge. *Educational and Occupational Adjustment of Wisconsin Male Youth: A Staff Study*. Research Bulletin 586. Madison, Wisconsin: Department of Agriculture and Extension Education. University of Wisconsin, January 1968. (ERIC ED 028 286 MF-$0.25 HC-$1.60)

Bohrson, Ralph G. *It's too Peaceful in the Country*. NASSP The Bulletin 49:60-64. May 1965.

Bohrson, Ralph G. and Rowan C. Stutz. *Small School Improvement and Urban Renewal Begins in the Country*. NASSP The Bulletin 50:53-62. February 1966.

Borg, Walter R. *Perceptions of the Teacher's Role in the Small Rural School*. Denver, Colorado: Western States Small School Project, August 1965. 50 pp. (ERIC ED 010 968 MF-$0.25 HC-$2.60)

Boykin, William C., Sr. *Educational and Occupational Orientation of Negro Male Youth in the Mississippi Delta*. Larmon, Mississippi: Alcorn Agricultural and Mechanical College, February 1969. 67 pp. (ERIC ED 028 303 MF-$0.50 HC-$3.45)

Breathitt, Edward T. *The People Left Behind*. A Report by the President's Committee. Washington, D. C.: National Advisory Commission on Rural Poverty, September 1967. 167 pp. (a) (ERIC ED 016 543 MF-$0.75 HC-$8.45)

Breathitt, Edward T. "The Status of Rural America." Paper presented at National Outlook Conference on Rural Youth, Washington, D. C., October 23-26, 1967. 6 pp. (b) (ERIC ED 015 075 MF-$0.25 HC-$0.40)

Budd, Karol B. and J. L. Charlton. *Analysis of County School Districts in Arkansas*. Fayetteville, Arkansas: Arkansas University, June 1968. 60 pp. (ERIC ED 024 499 MF-$0.50 HC-$3.10)

Burchinal, Lee G. (ed.). *Rural Youth in Crisis: Facts, Myths, and Social Change*. National Committee for Children and Youth. Washington, D. C.: U. S. Department of Health, Education, and Welfare, 1963. 393 pp. (ERIC ED 022 581 MF-$1.50 HC-Not available from EDRS)

Burchinal, Lee G, Archibald O. Haller and Marvin J. Taves, *Career Choices of Rural Youth in a Changing Society*. Minneapolis, Minn.: Minnesota University, November 1962. 34 pp. (ERIC ED 012 639 MF-$0.25 HC-$1.80)

Burchinal, Lee G. and P. E. Jacobson. (San Jose College) "Migration and Adjustment of Farm and Urban Families and Adolescents in Cedar Rapids, Iowa." *Rural Sociology* 28(4): 364-78; 1963.

Burns, Margery. *The Case for the Small Schools*. Milan, Minnesota: Minnesota Interim Commission on Education, April 1968. 25 pp. (ERIC ED 023 534 MF-$0.25 HC-$1.35)

"Buses Take Technical Training to Students in Rural Schools." *American Vocational Journal*, May 1969. pp. 74-75.

Butler, Edgar W., Hallowell Pope, and Daniel O. Price. *Evaluation of the Office of Economic Opportunity Programs in North Carolina*. Chapel Hill, North Carolina: Institute for Research in Social Science, University of North Carolina, 1965. 42 pp.

Christensen, Howard H. *Employment Opportunities in Selected Non-Farm Businesses and Government Agencies as Related to Agricultural Training or Background*. Reno, Nevada: University of Nevada, 1965. 103 pp. (ERIC ED 014 550 MF-$0.50 HC-$5.25)

Christiansen, John R., James D. Cowhig, and John W. Payne. *Educational and Occupational Choices of Rural Youth in Utah: A Follow-up Study*. Social Science Bulletin Number 2. Provo, Utah: Brigham Young University, August 1962. 14 pp. (ERIC ED 019 150 MF-$0.25 HC-$0.80)

Coombs, L. Madison. *Doorway Toward the Light, The Story of the Special Navajo Education Program*. Washington, D. C.: U. S. Department of the Interior, Bureau of Indian Affairs, 1962. 174 pp. (ERIC ED 024 491 MF-$0.75 HC-$8.80)

Copp, James H. Chapter 3. *In* Lee G. Burchinal's (ed.) *Rural Youth in Crisis: Facts, Myths, and Social Change*. U. S. Department of Health, Education and Welfare, Washington, D. C., 1963. 393 pp. (ERIC ED 022 581 MF-$1.50 HC-Not available from EDRS)

Cowhig, James D. *Characteristics of School Dropouts and High School Graduates, Farm and Non-farm, 1960.* Agricultural Economic Report Number 65. Washington, D. C.: U. S. Department of Agriculture, Economic and Statistical Analysis Division, Economic Research Service, 1964. 36 pp. (ERIC ED 001 801 MF-$0.25 HC-$1.90)

Cowhig, James D. *School Dropout Rates Among Farm and Non-farm Youth: 1950-60*. Agricultural Economic Report Number 42. Washington, D. C.: U. S. Department of Agriculture, Economic Research Service, 1963.

Crawford, Philip H. "Seasonal Opportunities for Rural Youth in Rural Areas." Paper presented at National Outlook Conference on Rural Youth, Washington, D. C., October 23-26, 1967. 3 pp. (ERIC ED 015 072 MF-$0.25 HC-$0.25)

Cummiskey, J. K. *et al. State of Alaska Regional Secondary School System Implementation Plan. Final Report*. Falls Church, Va.: Training Corporation of America, 3 February 1967. 95 pp. (ERIC ED 024 479 MF-$0.50 HC-$4.85)

Cushman, M. L. "The Status of Education and Training of Rural Youth—The Impact of Socioeconomic Change." Paper presented at National Outlook Conference on Rural Youth, Washington, D. C., October 23-26, 1967. 17 pp. (ERIC ED 014 363 MF-$0.25 HC-$0.95)

Davis, Clark J. "Geographical Locations for Residential Vocational Schools." A Working Paper. National Conference on Research in Vocational Education. Okmulgee, Oklahoma: Oklahoma State University, School of Teacher Training, February 26-28, 1969. pp. 23-34.

Dawson, Howard A. *Education in Rural America for Vocational Competence*. Washington, D. C.: National Education Association, September 28, 1964. 13 pp. (ERIC ED 020 059 MF-$0.25 HC-$0.75)

Densley, Kenneth G. *Determining Discrepancies that Might Exist Between Aptitude Self-Concept and Measured Aptitude*. Doctor's dissertation. Logan, Utah: Utah State University, 1967. 164 pp.

Deunk, Leon. *Factors Related to the Occupations of the Norris High School Male Farm Graduates*. Master's thesis. Lincoln, Neb.: The University of Nebraska, 1968.

Ditmer, Wayne W. *A Study of Job and Educational Experiences of Vocational Agriculture Graduates in the Year 1957 from Selected North Dakota High Schools*. Master's research paper. Fargo, North Dakota: Department of Agriculture Education, North Dakota State University, 1968.

Dowler, Lloyd. "Opportunities for Rural Youth in Rural Areas." Paper presented at National Outlook Conference on Rural Youth, Washington, D. C., October 23-26, 1967. 7p. (ERIC ED 015 051 MF-$0.25 HC-$0.45)

Dunn, Fannie Wyche. "The Child in the Rural Environment." Washington, D. C.: *National Education Association Yearbook*, 1951.

Edmunds, Niel A. *The Identification of Trade and Industrial Education Programs and Problems Relating to the Implementation of These Programs in Small High Schools*. Doctor's dissertation. Logan, Utah: Utah State University, 1969. 136 pp.

Education for a Changing World of Work. Report of the Panel of Consultants on Vocational Education. Washington, D. C.: Office of Education, U. S. Department of Health, Education, and Welfare, 1963. 90 pp. (ERIC ED 019 398 MF-$0.50 HC-$4.60)

Education for the Culturally Disadvantaged. Proceedings of the National Conference on Educational Objectives for the Culturally Disadvantaged. Little Rock, Ark.: South Central Regional Education Laboratory Corp., 1967. 122 pp. (ERIC ED 024 735 MF-$0.50 HC-$6.20)

Eldridge, Donald A. "The Rapid Growth of Community Colleges and Their Accessibility in Rural Areas." Paper presented at National Outlook Conference on Rural Youth, Washington, D. C., October 23-26, 1967. 3 pp. (ERIC ED 015 052 MF-$0.25 HC-$0.25)

Evaluation of the Arkansas River Valley Area Council (ARVAC). Washington, D. C.: Office of Economic Opportunity, April 1967. 71 pp.

The Evaluative Study Committee. *Work-Experience Education in Santa Barbara County High School Districts*. Santa Barbara, Calif.: County Association of Work Experience Educators, May 1969. 100 pp.

Ford, Paul, Herbert Hite and Norman Koch. *Remote High Schools: The Realities*. Washington, D. C.: U. S. Department of Health, Education and Welfare, April 1967. 73 pp. (ERIC ED 012 208 MF-$0.50 HC-$3.75)

Fox, Robert S. (ed.). "Teaching in the Small Community." Washington, D. C.: *National Education Association Yearbook*, 1956.

Fuller, Gerald R. and Lloyd J. Phipps. *Development of Human Resources Through a Vocationally Oriented Educational Program for Disadvantaged Families in Depressed Rural Areas*. Interim Report Number 1. Urbana, Illinois: University of Illinois, September 1968. 39 pp. (a) (ERIC ED 022 968 MF-$0.25 HC-$2.05)

Fuller, Gerald R. and Lloyd J. Phipps. *Development of Human Resources Through a Vocational Oriented Educational Program for Disadvantaged Families in Depressed Rural Areas*. Interim Report Number 2. Urbana, Illinois: University of Illinois, September 1968. 18 pp. (b) (ERIC ED 022 967 MF-$0.25 HC-$1.00)

Fuller, Gerald R. and Lloyd J. Phipps. *Development of Human Resources Through a Vocational Oriented Educational Program for Disadvantaged Families in Depressed Rurai Areas*. Interim Report Number 3. Urbana, Illinois: University of Illinois, September 1968. 23 pp. (c) (ERIC ED 022 966 MF-$0.25 HC-$1.00)

Grigg, Charles M. and Russell Middleton. "Community of Orientation and Occupational Aspirations of Ninth Grade Students." *Social Forces* 38: 303-308; May 1960.

Haller, Archibald O., Lee G. Burchinal and Marvin J. Taves. *Rural Youth Need Help in Choosing Occupations*. Circular Bulletin 235. East Lansing, Michigan: Michigan State University, 1963. 22 pp. (ERIC ED 011 806 MF-$0.25 HC-$1.20)

Haller, Archibald O. *Educational and Occupational Choices of Farm Youth*. Washington, D. C.: National Committee for Children and Youth, September 1963. 18 pp. (ERIC ED 002 699 MF-$0.25 HC-$1.00)

Haller, Archibald O. "The Occupational Achievement Process of Farm-Reared Youth in Urban-Industrial Society." *Rural Sociology* 25: 321-333; September 1960.

Haller, Archibald O. "Rural Education and the Educational and Occupational Attainments of Youth," pp. 36-37. *In* Everett D. Edington and Jane Musselman's (compilers) *Proceedings of a National Working Conference on Solving Educational Problems in Sparsely Populated Areas*, National Federation for the Improvement of Rural Education and ERIC Clearinghouse on Rural Education and Small Schools. Las Cruces, New Mexico: New Mexico State University, 1969. 74 pp. (ERIC ED 029 164 MF-$0.50 HC-$3.80)

Haller, Archibald O. and Carole Ellis Wolff. "Personality Orientations of Farm, Village, and Urban Boys." *Rural Sociology* 27: 275-293; September 1962.

Heathman, James E. *Migrant Education, A Selected Bibliography*. Compiled by New Mexico State University. Las Cruces, New Mexico: Educational Resources Information Center, ERIC Clearinghouse on Rural Education and Small Schools, March 1969. 70 pp. (ERIC ED 028 011 MF-$0.50 HC-$3.60)

Helping Rural Youth Choose Careers. Washington, D. C.: Federal Extension Service, August 1963. 10 pp. (ERIC ED 012 672 MF-$0.25 HC-$0.60)

Hoffer, Charles R. *Michigan Communities, Social Organization and Change in Local Areas*. East Lansing, Mich.: Michigan State University, 1964. 119 pp. (ERIC ED 024 502 MF-$0.50 HC-$6.05)

Hornbastel, Victor O. Chapter 7. *In* Lee G. Burchinal's (ed.) *Rural Youth in Crisis: Facts, Myths, and Social Change*. U. S. Department of Health, Education, and Welfare, Washington, D. C., 1963. 393 pp. (ERIC ED 022 581 MF-$1.50 HC-Not available from EDRS)

Horner, James T., James. G. Buterbaugh and Judith M. Carefoot. *Factors Relating to Occupational and Educational Decision-Making of Rural Youth*. Lincoln, Nebraska: University of Nebraska, April 1967. 45 pp. (ERIC ED 012 322 MF-$0.25 HC-$2.35)

Huffman, Harry. *Guidelines for Cooperative Education and Selected Materials from The National Seminar Held August 1-5, 1966*. A Manual for the Further Development of Cooperative Education. Columbus, Ohio: The Center for Vocational and Technical Education, Ohio State University, 1966. 245 pp. ERIC ED 011 044 MF-$1.00 HC-$12.35)

Hull, William L., Marsena M. Norris, and Cleo A. Dupy. *Developing Occupational Experience Programs in Agricultural Distribution*. A Report of a Teacher Education Institute on Agricultural Occupations. Stillwater Okla.: The Research Foundation, Oklahoma State University, October 1967. 132 pp. (ERIC ED 022 010 MF-$0.75 HC-$6.70)

Isenberg, Robert M. "Administering Vocational Education, pp. 117-136. *In* Gordon I. Swanson's (ed.) *Vocational Education for Rural America, 1959*. National Education Association Department of Rural Education, Washington, D. C., 1959. 355 pp. (ERIC ED 020 413 MF-$1.50 HC-Not available from EDRS)

Isenberg, Robert M. Chapter 5. *In* Lee G. Burchinal's (ed.) *Rural Youth in Crisis: Facts, Myths, and Social Change*. U. S. Department of Health, Education, and Welfare, Washington, D. C., 1963. 393 pp. (ERIC ED 022 581 MF-$1.50 HC-Not available from EDRS)

James, Gerald B. *Vocational and Technical Education at the Post High School Level for Rural Youth*. Washington, D. C.: National Committee for Children and Youth, September 1963. 22 pp. (ERIC ED 012 657 MF-$0.25 HC-$1.20)

Jesser, David L. *Western States Small Schools Project*. Summer Workshop, Reno, Nevada: University of Nevada, 1964. 43 pp. (ERIC ED 023 501 MF-$0.25 HC-$2.25)

Jones, Lewis W. *Problems and Special Needs of Negro Youth in Rural Areas*. Washington, D. C.: National Committee for Children and Youth, September 1963. 13 pp. (ERIC ED 012 659 MF-$0.25 HC-$0.75)

Johnson, Helen W. *Age of Transition, Rural Youth in a Changing Society*. Washington, D. C.: U. S. Department of Agriculture, October 1967. 96 pp. (ERIC ED 013 696 MF-$0.50 HC-$4.90)

Jordan, Max F., James F. Golden, and Lloyd D. Bender. *Aspirations and Capabilities of Rural Youth in Relation to Present and Projected Labor Market Requirements*. Fayetteville, Arkansas: Arkansas University, May 1967. 51 pp. (ERIC ED 022 615 MF-$0.25 HC-$2.65)

Kiefert, James J. *Migration–Its Implication for the Development of Vocational Education in a Rural Area*. The College of Education Record, Volume 51, Number 9. Grand Forks, North Dakota: The University of North Dakota, June 1966. 4 pp. (ERIC ED 014 348 MF-$0.25 HC-$0.30)

Kirkbridge, Keith. *A Study to Identify Educational Needs of Non-College Bound Students in a Rural Public High School of Six Hundred Students*. Final Report. Olympia, Washington: Washington Research Coordinating Unit, August 1968. 132 pp. with Appendix. (ERIC ED 027 394 MF-$0.75 HC-$6.70)

Knebel, Earl H. Chapter 6. *In* Lee G. Burchinal's (ed.) *Rural Youth in Crisis: Facts, Myths, and Social Change*. U. S. Department of Health, Education, and Welfare, Washington, D. C., 1963. 393 pp. (ERIC ED 022 581 MF-$1.50 HC-Not available from EDRS)

Kuvlesky, William P. and Lever, Michael. *Occupational Goals, Expectations, and Anticipatory Goal Deflection Experienced by Negro Girls Residing in Low-Income Rural and Urban Places*. College Station, Texas: Texas Agricultural and Mechanical College, March 1967. 27 pp. (ERIC ED 013 145 MF-$0.25 HC-$1.45)

Kuvlesky, William P. and John Pelham. *Occupational Status Orientations of Rural Youth–Structured Annotations and Evaluations of the Research*

Literature. College Station, Texas: Texas Agricultural and Mechanical College, September 1966. 84 pp. (ERIC ED 012 666 MF-$0.50 HC-$4.30)

Kuvlesky, William P. and George W. Ohlendrof. "A Rural-Urban Comparison of the Occupational Status Orientations of Negro Boys." *Rural Sociology* 33 (2) 141-152; June 1968.

Lindstrom, D. E. "Educational Needs of Rural Youth." *Journal of Cooperative Extension*, Spring 1965. 11 pp. (ERIC ED 011 785 MF-$0.25 HC-$0.65)

Lindstrom, D. E. *Factors Related to the Education and Job Plans of Rural Youth*. Urbana, Ill.: Illinois Agricultural Economics, Jan. 1967. 9 pp. (a) (ERIC ED 011 800 MF-$0.25 HC-$0.55)

Lindstrom, D. E. *Problems in Finding Jobs for Migrant Youth*. Research in Rural Sociology. Urbana, Ill.: University of Illinois, College of Agriculture, October 1967. 21 pp. (b) (ERIC ED 015 808 MF-$0.25 HC-$1.15)

Lipset, Seymore Martin. "Social Mobility and Urbanization." *Rural Sociology* 20:220-228; September-December 1955.

Lollis, David L. *Men Want Work*. Report to the U. S. Department of Labor. Berea, Ky.: Office of Manpower Automation and Training, Council of the Southern Mountains, Inc., December 1966. 63 pp. (ERIC ED 014 640 MF-$0.50 HC-$3.25)

Loughary, John W. *Guidance and Counseling in Rural Job Corps Centers*. Final Report. Monmouth, Ore.: State System of Higher Education, 15 September 1965. 30 pp. (ERIC ED 015 319 MF-$0.25 HC-$1.60)

Mahlstede, John P. *et al. Project in Research and Development in Vocational and Technical Education–Non-Metropolitan Areas*. Appendix of Final Research Reports. Ames, Iowa: Iowa State University of Science and Technology, November 1966. 256 pp. (ERIC ED 011 069 MF-$1.00 HC-$12.90)

Mahlstede, John P. and Robert W. Thomas. *Research and Development in Vocational and Technical Education: Non-Metropolitan Areas*. Research Reports. Final Report, Appendix Two. Ames, Iowa: Iowa State University, June 1968. 358 pp. (a) (ERIC ED 023 892 MF-$1.50 HC-$18.00)

Mahlstede, John P. and Robert W. Thomas. *Research and Development in Vocational and Technical Education: Non-Metropolitan Areas*. Research Reports. Final Report, Appendix One. Ames, Iowa: Iowa State University, June 1968. 246 pp. (b) (ERIC ED 023 893 MF-$1.00 HC-$12.40)

Maley, Donald. *An Investigation and Development of the Cluster Concept as a Program in Vocational Education at the Secondary School Level*. Final

Report, Phase 1. College Park, Maryland: The University of Maryland, 1966. 133 pp. (ERIC ED 010 301 MF-$0.75 HC-$6.75)

Mawby, Russell G. *Adult Education Programs and Parents' Roles in Career Plans of Rural Youth*. Produced by Michigan State University. Washington, D. C.: National Committee for Children and Youth, September, 1963. 14 pp. (ERIC ED 002 540 MF-$0.25 HC-$0.80)

McMillion, Martin B. *A Study in Communication Between High School Teachers of Vocational Agriculture, and Socio-Economically Disadvantaged Youth by the Use of Semantic Differential*. Urbana, Ill.: University of Illinois, August 1966. 148 pp. (ERIC ED 010 181 MF-$0.75 HC-$7.50)

Mercure, Alex P. "Special Problems of Rural Minority Group Youth." Paper presented at National Outlook Conference on Rural Youth, Washington, D. C., October 23-26, 1967. 2 pp. (ERIC ED 015 066 MF-$0.25 HC-$0.20)

Merrick, Samuel V. *In* Ruth Cowan Nash's (ed.) *Rural Youth in a Changing Environment*. Report of the National Conference. Stillwater, Okla.: National Committee for Children and Youth, Oklahoma State University, September 22-25, 1963. 353 pp. (ERIC ED 023 874—Not available from EDRS)

Micheels, William J. "Forces Affecting Vocational Education in Rural America," pp. 19-34. *In* Gordon I. Swanson's (ed.) *Vocational Education for Rural America, 1959*. National Education Association Department of Rural Education, Washington, D. C., 1959. 355 pp. (ERIC ED 020 413 MF-$1.50 HC-Not available from EDRS)

Middleton, Russell and Charles M. Grigg. "Rural-Urban Differences in Aspirations." *Rural Sociology* 24: 347-354; December 1959.

Miller, Harold J. *The Effects of Integration on Rural Indian Pupils*. Research Report Number 13. Grand Forks, North Dakota: Center for Research in Vocational and Technical Education, College of Education, University of North Dakota, June 1968. 29 pp.

Mirengoff, William. "Rationalization of the Rural-Urban Migration." Paper presented at National Outlook Conference on Rural Youth, Washington, D. C., October 23-26, 1967. 8 pp. (ERIC ED 015 061 MF-$0.25 HC-$0.50)

"Mobile Assisted Career Exploration Unit." Logan, Utah: Utah Research Coordinating Unit and Vocational Technical Education, Utah State Board of Education, 1968. 38 pp.

Moore, E. J., E. L. Baum, and R. B. Glasgow. *Economic Factors Influencing Educational Attainments and Aspirations of Farm Youth*. Agriculture

Economic Report Number 51. Alamosa, Colo.: The Center for Cultural Studies, Adams State College of Colorado, April 1964. 50 pp. (ERIC ED 015 797 MF-$0.25 HC-$2.60)

Mueller, E. W. "Programs for Rural Youth—Are They Doing the Job?" Paper presented at National Outlook Conference on Rural Youth, Washington, D. C., October 23-26, 1967. 9 pp. (ERIC ED 015 076 MF-$0.25 HC-$0.55)

Nam, Charles B. and Mary G. Powers. Chapter 8. *In* Lee G. Burchinal's (ed.) *Rural Youth in Crisis: Facts, Myths, and Social Change*. U. S. Department of Health, Education, and Welfare, Washington, D. C., 1963. 393 pp. (ERIC ED 022 581 MF-$1.50 HC-Not available from EDRS)

Nolan, Estes. "Meeting the Impact of Socio-Economic Change Through School Program Innovations in Rural Areas." Paper presented at National Outlook Conference on Rural Youth, Washington, D. C., October 23-26, 1967. 11 pp. (ERIC ED 015 812 MF-$0.25 HC-$0.65)

Noland, Warren Gerald. *Migration Patterns of Vocational Agriculture Graduates in Ohio*. Doctor's dissertation. Columbus, Ohio: Ohio State University Library, 1968.

Ohlendorf, George W. and William P. Kuvlesky. *Racial Differences in the Educational Orientations of Rural Youth*. College Station, Texas: Texas A and M University, March 1967. 25 pp. (ERIC ED 013 146 MF-$0.25 HC-$1.35)

Oliver, Albert I. *Curriculum Improvement and the Smaller Secondary School*. NASSP The Bulletin 30:36-48. February 1966.

Organization of School Systems in Georgia. A Survey Report. Atlanta, Georgia: Georgia State Board of Education, 1965. 130 pp. (ERIC ED 023 524 MF-$0.75 HC-$6.60)

Pearson, James B. "Revitalizing Rural America—Problems and Promises." Paper presented at National Outlook Conference on Rural Youth, Washington, D. C., October 23-26, 1967. 6 pp. (ERIC ED 015 074 MF-$0.25 HC-$0.40)

Personal Development and Program Planning. Student Workbook. Salt Lake City, Utah: Utah Research Coordinating Unit, July 1968. (a) 100 pp.

Personal Development and Program Planning. Teachers Manual. Salt Lake City, Utah: Utah Research Coordinating Unit, July 1968. (b) 156 pp.

Peterson, Milo J. *Vocational Education at the High School Level*. Washington, D. C.: National Committee for Children and Youth, 1963. 17 pp. (ERIC ED 012 656 MF-$0 .25 HC-$0.95)

Ramsey, Ralph J. "Services and Environmental Adjustments Needed by Rural Youth Who Move to Urban Communities." Paper presented at National Outlook Conference on Rural Youth, Washington, D. C., October 23-26, 1967. 11 pp. (ERIC ED 014 361 MF-$0.25 HC-$0.65)

Review of Economic Opportunity Programs. Washington, D. C.: Report to the Congress by the Comptroller General of the United States, March, 1969. 228 pp.

Roberts, Lydia J. *The Dona Elena Project. A Better-Living Program in an Isolated Rural Community*. Rio Piedras, Puerto, Rico: Puerto Rico University, 1963. 120 pp. (ERIC ED 024 521 MF-$0.50 HC-$6.10)

Roberts, Roy W. *Vocational and Practical Arts Education*. New York: Harper and Row, 1957. 637 pp.

Rohde, Norma and LaFond Hall. *Vocational Education for Rural Youth*. Salt Lake City, Utah: Utah State Board for Vocational Education and Utah Research Coordinating Unit for Vocational and Technical Education, 1968. 41 pp. (ERIC ED 023 921 MF-$0.25 HC-$2.15)

Roper, Elmo and Associates. *A Study of the Problems, Attitudes, and Aspirations of Rural Youth*. New York: October 1963. 195 pp. (ERIC ED 022 568 MF-$0.75 HC-$9.85)

Russell, James E. *Changes and Challenge in American Education*. Boston: Houghton, Mifflin Company, 1965.

Ryan, Ivan. *A New Attack on Rural Poverty, An Experimental and Demonstration Project*. Final Report. Marguette, Mich.: Northern Michigan University, August 31, 1966. 141 pp. (ERIC ED 021 686 MF-$0.75 HC-$7.15)

Sandmeyer, Robert L. and Larkin B. Warner. *The Determinants of Labor Force Participation Rates with Special Reference to the Ozark Low-Income Area*. Final Report. Stillwater, Okla.: Oklahoma State University, April 1968. 135 pp. (ERIC ED 025 657 MF-$0.75 HC-$6.85)

Schreiber, Daniel. Chapter 9. *In* Lee G. Burchinal's (ed.) *Rural Youth in Crisis: Facts, Myths, and Social Change*. U. S. Department of Health, Education, and Welfare, Washington, D. C., 1963. 393 pp. (ERIC ED 022 581 MF-$1.50 HC-Not available from EDRS)

Severinsen, K. Norman. *Vocational-Educational Information Workshop for Rural Guidance Workers*. Final Report of Project Number 6-2208. Macomb, Ill.: Western Illinois University, June 1967. 102 pp. (ERIC ED 015 042 MF-$0.50 HC-$5.20)

Sewell, William H. *The Educational and Occupational Perspectives of Rural Youth*. Washington, D. C.: National Committee for Children and Youth, September 1963. 31 pp. (ERIC ED 019 169 MF-$0.25 HC-$1.65)

Sewell, William H. and Alan M. Orenstein. "Community of Residence and Occupational Choice." *American Journal of Sociology* 70: 551-563; March 1965.

Shiffman, Bernard M. "Adjustments of Rural Youth to Urban Environments." Paper presented at National Outlook Conference on Rural Youth, Washington, D. C., October 23-26, 1967. 6 pp. (ERIC ED 015 813 MF-$0.25 HC-$0.40)

Shill, James Franklin. *Educational and Occupational Aspirations, Expectations, and Abilities of Rural Male High School Seniors in Mississippi*. Doctor's thesis. Baton Rouge, La.: Louisiana State University and Agricultural and Mechanical College, 1968, Abstract: *Dissertation Abstracts* 29:128; 1968. (c)

Shill, James F. *Educational Aspirations, Expectations, and Abilities of Rural Male High School Seniors in Mississippi*. Education Series 4. Report Number 24. State College, Mississippi: Social Science Research Center, Mississippi State University, May 1968. (b) 63 pp. (ERIC ED 022 923 MF-$0.25 HC-$2.60)

Shill, James F. *Careers of Rural Male High School Seniors in Mississippi: A Study of Occupational Interests, Aspirations, and Expectations*. Report Number 26. State College, Mississippi: Social Science Research Center, Mississippi State University, October 1968. (a) 73 pp.

Slocum, Walter L. *Educational Aspirations of Farm Boys and Girls*. Pullman, Washington: Washington State University, October 1966. 230 pp. (ERIC ED 010 273 MF-$1.00 HC-$11.60)

Sperry, Irwin V. *Educational and Vocational Goals of Rural Youth in the South*. Raleigh, North Carolina: North Carolina University, September 1965. 36 pp. (ERIC ED 012 743 MF-$0.25 HC-$1.90)

Stutz, Rowan C. *Career Selection Education for Students Attending Small Isolated Schools*. Western States Small School Project, Salt Lake City, Utah, 1967. 8 pp.

Stutz, Rowan C. and Russell G. Merrell (ed.). *Educating Rural Youth for Success in the World of Work*. Salt Lake City, Utah: Western States Small School Project, December 1967. 41 pp. (ERIC ED 020 045 MF-$0.25 HC-$2.15)

Suttan, Elizabeth W. *Analysis of Research on Selected Aspects of Evaluation in Adult Education*. Tallahassee, Florida: Florida State University, 1966. 339 pp. (ERIC ED 003 520 MF-$1.50 HC-$17.05)

Sweany, Paul H. *The Development and Demonstration of Unified Vocational-Technical Education Programs in Small Rural Area High Schools*. Final Report Project 601. East Lansing, Michigan: Michigan State University, 1967. 16 pp. (ERIC ED 019 472 MF-$0.25 HC-$0.90)

Swanson, Gordon I. (ed.). "Vocational Education for Rural America." Washington, D. C.: *Yearbook of the NEA, 1958-59*. 355 pp. (ERIC ED 020 413 MF-$1.50 HC-Not available from EDRS)

Swenson, Leroy H. "Are Co-op Programs Possible in Small High Schools?" *American Vocational Journal* 44 (5): 22-23; May 1969.

Tilley, Herbert T. *The Evaluation Report and Continuous Curriculum Development–Rural School*. Goshen, Ind.: Fairfield Community Schools, April 30, 1968. 140 pp.

Thomas, Robert W. *Research and Development in Vocational and Technical Education; Non-Metropolitan Areas; Area Development and Iowa Area Maps*. Final Report, Appendix Four. Ames, Iowa: Iowa State University, June 1968. 139 pp. (b) (ERIC ED 023 890 MF-$0.75 HC-$7.05)

Thomas, Robert W. *Research and Development in Vocational and Technical Education: Non-Metropolitan Areas*. Final Report. Ames, Iowa: Iowa State University, June 1968. 67 pp. (ERIC ED 023 907 MF-$0.50 HC-$3.45)

Thomas, Robert W. *Research and Development in Vocational and Technical Education–Non-Metropolitan Areas*. Ames, Iowa: Iowa State University of Science and Technology, November 1966. 69 pp. (see Mahlstede, John P. for appendix) (ERIC ED 011 068 MF-$0.50 HC-$3.55)

Utilization of Mobile Facilities for Development of Entry Work Skills for Arkansas Rural Unemployed and Low-Income Earners: A Feasibility Study. Reno, Nevada: Nevada University, July 1967. 46 pp. (ERIC ED 020 048 MF-$0.25 HC-$2.40)

Wall, James E. "Relating Some Sociological Concepts to Vocational Education." A paper presented at a Conference on "Making Vocational Research Relevant." Springfield, Illinois, September 23-24, 1968.

Ward, Ted. *Size of High School Related to Occupational Factors of Nebraska Male Farm High School Graduates*. Master's thesis. Lincoln, Nebraska: The University of Nebraska Library, 1967.

Wilber, George L. *Factors Related to the Migration of Rural Youth to Urban Areas.* Washington, D. C.: National Committee for Children and Youth, September, 1963. 17 pp. (ERIC ED 002 341 MF-$0.25 HC-$0.95)

Youmans, E. Grant. Chapter 10. *In* Lee G. Burchinal's (ed.) *Rural Youth in Crisis: Facts, Myths, and Social Change.* U. S. Department of Health, Education, and Welfare, Washington, D. C., 1963. 393 pp. (ERIC ED 022 581 MF-$1.50 HC-Not available from EDRS)